

Digital Literacy in Arabic Language Learning in Madrassas Aliyah 2 Tanah Datar

Literasi Digital dalam Pembelajaran Bahasa Arab di Madrasah Aliyah 2 Tanah Datar

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Abstract

The research is to find out how digital literacy is applied to Arabic language learning in madrasas. The qualitative research method was used where the data was taken from interviews and observation. The informants of the research involved three Arabic language teachers and 30 grade 11 students selected randomly. The research showed that the use of digital literacy in Arabic language learning at State Madrasah Aliyah 2 had been used well and had a positive impact on students' interest in understanding Arabic language material provided by the teachers. Students are generally more enthusiastic, more creative, and more challenged to learn Arabic using digital learning media. The digital media used in the madrasah are InFocus projectors, laptops, and Android cellphones using the applications available on the media platform. For example, WhatsApp, YouTube, TikTok, Kahoot, and Quiziz applications. The research recommended, Increasing the procurement of projectors in each classroom and increasing the internet connection in schools to make it more stable so that it can be easily accessed by teachers and students in the learning process.

Keywords: Arabic, Digital Literacy, Literacy

Abstrak

Penelitian ini bertujuan untuk mengetahui bagaimana literasi digital diterapkan dalam pembelajaran bahasa Arab di madrasah. Metode penelitian yang digunakan adalah kualitatif dimana data diambil dari wawancara dan observasi. Informan penelitian ini melibatkan tiga orang guru bahasa Arab dan 30 orang siswa kelas 11 yang dipilih secara acak. Hasil penelitian menunjukkan bahwa pemanfaatan literasi digital dalam pembelajaran bahasa Arab di Madrasah Aliyah Negeri 2 telah dimanfaatkan dengan baik dan memberikan dampak positif terhadap minat siswa dalam memahami materi bahasa Arab yang diberikan oleh guru. Siswa umumnya lebih antusias, kreatif dan tertantang untuk belajar bahasa Arab dengan menggunakan media pembelajaran digital. Media digital yang digunakan di

madrassah adalah proyektor infocus, laptop, handphone android dengan menggunakan aplikasi yang tersedia pada platform media. Misalnya saja aplikasi WhatsApp, YouTube, Tiktok, Kahoot dan Quiziz. Penelitian ini merekomendasikan, menambah pengadaan alat proyektor di setiap kelas dan menambah koneksi internet disekolah agar lebih stabil, sehingga dapat dengan mudah di akses oleh guru dan siswa dalam proses pembelajaran.

Kata Kunci: Bahasa Arab, Literasi, Literasi Digital

Introduction

In 1965, literacy was defined as reading, writing, and arithmetic skills. The concept and definition of literacy according to UNESCO has continued to develop for approximately 5 (five) decades now. According to this concept, numeracy is positioned as part of literacy or separated from literacy. In 2004, the definition of literacy put forward by UNESCO experts at its meeting in Paris indicated an expansion of the meaning of literacy. In this context, literacy is not only related to reading and writing but also the entire ability to identify, understand, interpret, create, communicate, calculate, and use printed and written materials related to various contexts. Literacy involves a learning continuum that enables individuals to achieve goals, develop their knowledge and potential, and participate fully in society and the wider community.¹

Literacy is a learning process carried out comprehensively to identify, understand information, communicate, and calculate using printed and written materials in various contexts.² So digital literacy is a form of ability to obtain, understand, and use information originating from various sources in digital form.

Literacy in an educational context plays a role in developing a person's knowledge of a certain subject matter as well as encouraging curiosity and developing creativity. This is what requires teachers and students to have literacy or the ability to process and understand

¹Hary Soedarto Harjono, "Literasi Digital: Prospek Dan Implikasinya Dalam Pembelajaran Bahasa," *Pena: Jurnal Pendidikan Bahasa Dan Sastra* 8, no. 1 (April 24, 2019): 1-7, <https://doi.org/10.22437/pena.v8i1.6706>.

²Frita Dwi Lestari et al., "Pengaruh Budaya Literasi Terhadap Hasil Belajar IPA Di Sekolah Dasar," *Jurnal Basicedu* 5, no. 6 (October 14, 2021): 5087-99, <https://doi.org/10.31004/basicedu.v5i6.1436>.

information that is good for studying and understanding.³ It is emphasized again that teachers and students must master and understand digital literacy.⁴

Arabic has special features, because of its high-quality literary value for those who study it and Arabic is also the language of the Koran which is the word of Allah. Because it contains amazing language skills and no one can match them.⁵

Arabic is one of the compulsory subjects in madrasahs throughout Indonesia. Arabic language lessons have been a core subject since the establishment of Islamic boarding schools and madrasah educational institutions.⁶ Even on Islamic campuses, it is made into a general basic course that every student must take. However, along with current developments in the era of digitalization, Arabic language learning requires innovation in learning media. Based on initial observations from several madrasahs, teachers and students alike complained that learning Arabic had many obstacles. Among them is the lack of student interest in studying Arabic. Another complaint is the emergence of students' boredom in the Arabic language teaching and learning process. Moreover, since post-pandemic, students' interest in learning Arabic has greatly decreased. This is caused by many influencing factors.

According to several studies conducted by previous researchers regarding Arabic language learning, one thing that influences students' interest is learning media. When we talk about media, it is closely related to digital literacy.

Language learning is an important aspect of education that continues to develop along with the development of digital technology. In an increasingly advanced digital era, the integration of technology in language learning has become a topic of significant debate. Arabic, as one of the important languages in the global context, has also become a subject of exploration in efforts to incorporate digital literacy into language learning.

One important aspect of digital literacy in Arabic language learning is greater access to diverse learning resources. Students can now access text, audio, video, and other Arabic

³Haickal Attallah Naufal, "Literasi Digital," *Perspektif* 1, no. 2 (October 31, 2021): 195–202, <https://doi.org/10.53947/perspekt.v1i2.32>.

⁴Dede Salim Nahdi and Mohamad Gilar Jatisunda, "Analisis Literasi Digital Calon Guru Sd Dalam Pembelajaran Berbasis Virtual Classroom Di Masa Pandemi COVID-19," *Jurnal Cakrawala Pendas* 6, no. 2 (July 31, 2020), <https://doi.org/10.31949/jcp.v6i2.2133>.

⁵Admin Admin and Noor Amirudin, "Problematika Pembelajaran Bahasa Arab," *TAMADDUN*, November 4, 2017, 1, <https://doi.org/10.30587/tamaddun.v0i0.66>.

⁶Ubaid Ridho, "Evaluasi Dalam Pembelajaran Bahasa Arab," *An Nabighoh Jurnal Pendidikan Dan Pembelajaran Bahasa Arab* 20, no. 01 (June 24, 2018): 19, <https://doi.org/10.32332/an-nabighoh.v20i01.1124>.

learning resources online. This opens up new opportunities for diverse and contextual teaching, which can help improve students' language comprehension and Arabic language skills.

In several studies, it has been proven that the use of digital literacy with teacher supervision can expand students' knowledge so that it has an important role in achieving learning goals. This is because the use of digital literacy encourages students to be more independent and active in finding out.

Like schools in general, digital literacy activities have begun to be optimized since the implementation of social distancing to minimize the spread of COVID-19. Another reason for the implementation of digital literacy is due to the demands of globalization which require educators and students to master the field of Information and Communication Technology. Some teachers implement digital literacy because from reflection activities teachers find that students often feel sleepy during learning hours, lack interest in the material being studied, and are lazy to read the material in manuals or worksheets. So the learning that has taken place seems to just pass by and they cannot conclude a form of personal information.⁷

This is in line with initial observations that researchers made at the Aliyah madrasah on flat land. Several teachers who were interviewed explained that after the pandemic, students got bored easily and had very little interest in learning Arabic. So the madrasa teachers are trying to revive students' interest by using digital literacy as a means of increasing students' enthusiasm for learning in the learning process, especially Arabic language subjects. According to them, several existing digital media are very helpful in the teaching and learning process. Some digital media that are considered effective in learning include PowerPoint, WhatsApp, YouTube, TikTok, and so on.⁸

Based on the background above, the author wants to know and research digital literacy in Arabic language learning in madrasahs. In this case, the author took the research object at Madrasah Aliyah Negeri 2 Tanah Datar.

There are many studies conducted by previous researchers. Among them, the researcher identified three previous studies that have relevance to the research being

⁷I Putu Gede Sutrisna, "Gerakan Literasi Digital Pada Masa Pandemi COVID-19," May 31, 2020, <https://doi.org/10.5281/ZENODO.3884420>.

⁸Yetty Faridatul Ulfah, "Strategi Implementasi Kegiatan Masa Pengenalan Lingkungan Sekolah (Mpls) Virtual Di Sekolah Dasar Islam Terpadu," *Jurnal Isema : Islamic Educational Management* 7, no. 1 (June 17, 2022): 25–34, <https://doi.org/10.15575/isema.v7i1.14032>.

conducted. First, research by Moh. Yamin, et al.⁹ "Use of Digital Literacy at Madrasah Alia Negri". This research aims to explain empirically the management of digital literacy and the factors that influence the use of literacy education technology in MAN 1 and 2 in Tasikmalaya City. The difference between the research above and the research conducted by the author is that the research above examined Tasikmalaya City. Meanwhile, this research was carried out at MAN 2 Tanah Datar. Second, research by Mustafiqul Hilmi and Nur Hasaniah. 2023. UIN Maulana Malik Ibrahim Malang. "Application of Digital Learning Media in Arabic Language Teaching".¹⁰ This researcher discusses how digital learning media can be applied to Arabic language learning. The difference between the research above and the research conducted by the author is that the research above discusses digital learning media specifically, while the author discusses digital literacy in general which is used by teachers in learning Arabic. Third, Ahmad Syagif Hannany Mustaufiy.2023. STIT Sunan Giri Bima. "Opportunities and Challenges for Developing Digital Literacy in Arabic Language Learning at the Elementary Education Level." ¹¹ This research tries to elaborate on the existence and dynamics of Arabic language learning at the basic education level and its relevance to the development of digital literacy. The difference between the research above and the research conducted by the author is that, in terms of data collection techniques, the research above uses a library study type research method. Meanwhile, the author uses observation and field interviews.

The method used in this research is a qualitative research method. This research was chosen for the reason that researchers can easily dig up deeper information related to the research topic being studied. This research emphasizes meaning, not numbers. In the qualitative method, the data source continues to develop (snowball) purposively until it reaches a saturation point or the information obtained is satisfactory.¹²

⁹Moh Yamin, Supiana Supiana, and Qiqi Yuliati Zaqiah, "Penggunaan Literasi Digital di Madrasah Aliyah Negeri" 4, no. 4 (2022).

¹⁰Mustafiqul Hilmi and Nur Hasaniyah, "Penerapan Media Pembelajaran Digital dalam Pengajaran Bahasa Arab," 2023.

¹¹Ahmad Syagif, "Peluang Dan Tantangan Pengembangan Literasi Digital Dalam Pembelajaran Bahasa Arab Pada Jenjang Pendidikan Dasar," *FASHLUNA* 4, no. 1 (July 12, 2023): 87-100, <https://doi.org/10.47625/fashluna.v4i1.492>.

¹²Henricus Suparlan, "Filsafat Pendidikan Ki Hadjar Dewantara Dan Sumbangannya Bagi Pendidikan Indonesia," *Jurnal Filsafat* 25, no. 1 (August 14, 2016): 56, <https://doi.org/10.22146/jf.12614>.

In qualitative research methods, researchers can collect and explore data in research through various sources.¹³ In exploring data sources, researchers decided to choose data collection techniques in the form of interviews and observations. The researcher determined that 3 Arabic language teachers and 30 grade 11 students were randomly selected. Observations were carried out to find out a general overview of the Arabic language learning process in the classroom and the use of digital literacy in Arabic language learning. The interview technique used is a semi-structured interview, namely an interview that is prepared but also includes improvisation. So, before the interview is carried out, the researcher prepares the questions that will be given to the respondent in advance, then during the implementation, when the researcher asks the questions and the respondent answers them, if the researcher feels that there is something that can be explored in more depth, the researcher continues to extract the data with questions not included in the script. Tang interview has been done. Interviews were conducted for approximately 10 minutes with each respondent, so that the respondent was more open in providing data. The researcher established rapport with the respondent first, namely by positioning the researcher as a colleague. In carrying out the interview there were several obstacles, including inadequate signal in the respondent's area and the interview schedule which had to be adjusted to the student's schedule, but it could be handled well. In the interviews, respondents were able to easily answer all the questions the researchers asked related to digital literacy in Arabic language learning, however, several students did not know the meaning of literacy, as many as 7 out of 30 students. The term digital literacy needs to be echoed again, this is a reason for researchers because there are still students who do not know the term digital literacy, even though it has been used for a long time in the world of education. Apart from that, researchers want to know more about digital literacy in Arabic language learning, especially at Madrasah MAN 2 Tanah Datar.

Result and Discussion

Arabic language in Madrasah is prepared to master basic language competencies which include four language skills, including (Qualitative Research Methods (In Language

¹³"Buku Memahami Konsep Dasar.Pdf," n.d.

Education Research)¹⁴ (2011) First listening skills, second speaking skills, third reading skills, fourth writing skills.

Based on research conducted, the author can explain that digital literacy brings change and transformation to the madrasa education model towards a new direction of literacy, students can freely access information, whether in the form of news, e-books, journals, or video tutorials that are widely circulated outside the madrasa walls. The presence of digital literacy in madrasahs is nothing new. However, not all madrasahs have the same policies regarding the rules for bringing electronic devices to school.

Some madrasahs are still based on classical traditions, limiting free access to public information. This prohibition consists of not allowing students to carry mobile communication devices (either mobile phones or laptops) as the main digital educational tool. However, in some madrasahs, portable communication devices are still allowed to access information. This policy shift is an important milestone in the study.¹⁵

Information technology in the world of education is a real challenge. It cannot be denied that advances in information technology have had a positive impact on the progress of the world of education, especially in learning Arabic. Especially digital technology, which provides many offers and choices for the world of education to support the learning process. The advantages offered not only lie in the speed factor for obtaining information but also in multimedia facilities that can make learning more interesting, audio-visual, and interactive. In line with the development of Internet technology, many learning activities can be carried out using this technology. However, it cannot be denied that information technology also hurts students, including being lazy to look for sources, having difficulty controlling students' honesty in doing assignments, mixing true information and lies/hoaxes, being easily influenced by other cultures, and having difficulty maintaining privacy.¹⁶

Thus, digital literacy must be mastered to balance the large amount of information. So we can differentiate between what is good and what is not good.¹⁷ Says that digital literacy is an individual's interest, attitude, and ability to use digital technology and

¹⁴Metode Penelitian Kualitatif (Dalam Penelitian Pendidikan Bahasa) - Dr. Farida Nugrahani, M.Hum.Pdf," n.d.

¹⁵Nilawaty Yusuf, Irwan Wunarlana, and Sultan A.A.F. Rizqi, "Madrasah Hijau Menuju Kota Hijau," *Jurnal Teknik* 16, no. 2 (December 2, 2018): 73–84, <https://doi.org/10.37031/jt.v16i2.26>.

¹⁶Windi Chalduh, "Literasi Digital: Plus dan Minus dalam Pembelajaran Bahasa Arab di Era Milenial," 2022.

¹⁷Muhamad Zainal Arifin, "Literasi Berbasis Aplikasi Digital Sebagai Upaya Politik Bahasa Di Sekolah Menengah," n.d.

communication tools to access, manage, integrate, analyze, and evaluate information, build new knowledge, and create and communicate with others to participate actively in society.

If it is related to current Arabic language learning, we can see differences in the approaches and methodologies used. In this era, more emphasis is placed on authentic learning such as telling stories, presenting, sermons, cults, holding workshops and seminars, and other authentic activities.¹⁸

Digital-based literacy maximizes the use of technology and information in the teaching and learning process. The use of hardware such as smartphones, laptops, computers, and other products as well as software that is diverse and very easy to obtain at low costs, and very fast access to information has a direct impact on the field of education so that the need for digital learning designs and mechanisms is a must. And it has a positive impact on students because they are happy and enthusiastic about participating in learning.¹⁹ Through digital-based learning, learning is interesting and fun. Said.²⁰

This is in line with research conducted by ²¹ which states that if learning is delivered using the lecture method alone, it will help students understand the material by up to 5%, if the method is done by reading, the presentation will increase by up to 10%, and if done Again, with demonstrations, discussions, exercises and using audiovisual media, it will increase by 20% to 80%.

Of course, this must be supported by school facilities and infrastructure, especially in the field of technology, such as computer laboratories, language laboratories, representative classrooms equipped with projectors, and so on. It must also be supported by skills in digital knowledge, the better the digital literacy, the better the academic achievement, said.²²

¹⁸Akhsan Akhsan and Ahmadi Muhammadiyah, "Model Belajar Dan Pembelajaran Bahasa Arab Generasi Milenial," *Lahjah Arabiyah: Jurnal Bahasa Arab dan Pendidikan Bahasa Arab* 1, no. 2 (July 14, 2020): 105–19, <https://doi.org/10.35316/lahjah.v1i2.817>.

¹⁹Arbania Romadonna Amanda Jessica, Sri Harmianto, and Lia Mareza, "Penerapan Literasi Digital Dalam Pembelajaran Kurikulum 2013 Berbasis E-Learning Tema 8 Bumiku Kelas VI SD Negeri 2 Purbalingga Lor," *Jurnal Papeda: Jurnal Publikasi Pendidikan Dasar* 2, no. 2 (July 31, 2020): 139–46, <https://doi.org/10.36232/jurnalpendidikandasar.v2i2.529>.

²⁰Izzah Iswara Mundhofir Putri, Rmiyanti Rmiyanti, and Endang Rahayu Ningsih, "Realisasi Gerakan Literasi Digital Sebagai Implementasi Gerakan Literasi Nasional Di Sekolah Muhammadiyah Pangkalan Bun," *Buletin Literasi Budaya Sekolah* 2, no. 2 (December 8, 2020): 87–99, <https://doi.org/10.23917/blbs.v2i2.12836>.

²¹Mahyudin Ritonga, Alwis Nazir, and Sri Wahyuni, "Pembelajaran Bahasa Arab Berbasis Teknologi Informasi Dan Komunikasi Di Kota Padang," *Arabiyat : Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 3, no. 1 (June 28, 2016): 1–12, <https://doi.org/10.15408/a.v3i1.2879>.

²²Umi Hanifah, "Pengembangan Literasi Berbicara Bahasa Arab (Mahārat Al-Kalām) Di Madrasah Ibtidaiyah (MI)" 6, no. 2 (2018).

To support the implementation of learning using technology, schools must provide sufficient facilities for the realization of digital literacy, including computer laboratories and language laboratories, and of course a stable internet network. At Madrasah Aliyah Negeri 2 Tanah Datar, there is no language laboratory available, but computer laboratories and an internet network are available, and this is sufficient to carry out technology-based learning at school.

Based on observations and interviews conducted by researchers with Arabic language subject teachers at Madrasah Aliyah Negeri 2 Batusangkar, the application of digital learning media is not used comprehensively in learning. However, it is only used for a certain time. Apart from that, because there is so much technology, the choice of digital media used also depends on the teacher. The majority of teachers choose digital media that is easy to access and use by students by considering various aspects. Apart from that, the effectiveness of time also influences the choice of digital media used. The Arabic language teacher at this madrasah already uses digital media by utilizing applications on Android.

Then the researchers also found the same data as previous research, namely that students felt interested and happy when taking part in learning using digital media. Students learn very enthusiastically because they learn by using new things and utilizing their gadgets as a learning medium. Apart from that, teaching using digital media can improve their abilities in learning Arabic and provide better concepts in learning Arabic.

Apart from that, the use of digital learning media also makes learning more effective and challenging. This is because students are more active in participating in learning feel more fun and tend to be curious about new things.

Students also feel challenged when given challenges in making digital-based assignments such as posting the results of their assignments on social media such as Facebook, and Instagram. And Twitter. This aims to motivate students while utilizing social media for positive things.

From the results of observations and interviews, there are several learning media used in teaching Arabic. The results of interviews with MAN 2 Batu Sangkar Arabic teachers showed that various digital media were used.

To deliver learning material, the teacher uses a laptop and projector to display the material that has been prepared via PowerPoint software. Power points are used to make it easier for teachers to convey material and also to attract students' interest in paying attention to Arabic lessons. Meanwhile, for training and evaluation, some teachers use applications,

including Kahot and Quizizz. Kahot and Quiziiz are applications that are quite commonly used in learning. Both platforms provide collaborative and fun learning. Apart from increasing student competence, this media also allows students to learn while playing, making learning activities very interesting and not boring. The Kahoot and Quiziz applications can be used in all Arabic language teaching because they are more flexible to use.

Teachers also use social media such as Facebook, Instagram, and TikTok as learning media. Social media is used to create conversation assignments and upload them on their respective social media, thus making students enthusiastic about doing them and trying to maximize the results.

Challenges of Digital Media Implementation

Even though the use of digital media is effective in supporting the teaching of Arabic, there are also obstacles faced in the learning process. Among the obstacles encountered in the field based on observations made by the author, the use of power points in learning is quite time-consuming. Because projectors are not yet available in every class. So it takes 5-10 minutes from starting the laptop to connect it to the projector. Meanwhile, the time for Arabic lessons is only 90 minutes.

When using the Kahot and Quizziz applications for learning evaluation, problems were found, sometimes the internet network was unstable, requiring packages and data that had to be provided by students and this was a complaint from some students. Because not all students always have a package due to economic limitations.

Likewise, using social media to do assignments. To make a war video assignment, you need a recording tool, in the form of a camera or cellphone, to record the Arabic conversation. All of this is not an obstacle for students because everyone has it. However, not all students can do the skills to edit videos and upload them to social media. Requires digital skills and knowledge. Meanwhile, at school, students are not equipped with these skills.

Conclusion

This research concludes that digital literacy carried out in Arabic language learning at Madrasah Aliyah 2 Tanah Datar has a positive impact on students. Interest in learning is increasing, students are becoming more enthusiastic and more effective, and most

importantly students feel challenged to be able to master Arabic learning material using interesting digital media. When language learning is enjoyed, of course, the teacher who teaches it feels happy and happy because the learning objectives are achieved as evidenced by the higher average score. This research recommends increasing the provision of projectors in each class and increasing the internet connection in schools to make it more stable so that it can be easily accessed by teachers and students in the learning process.

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